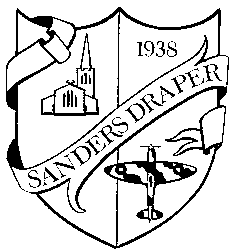
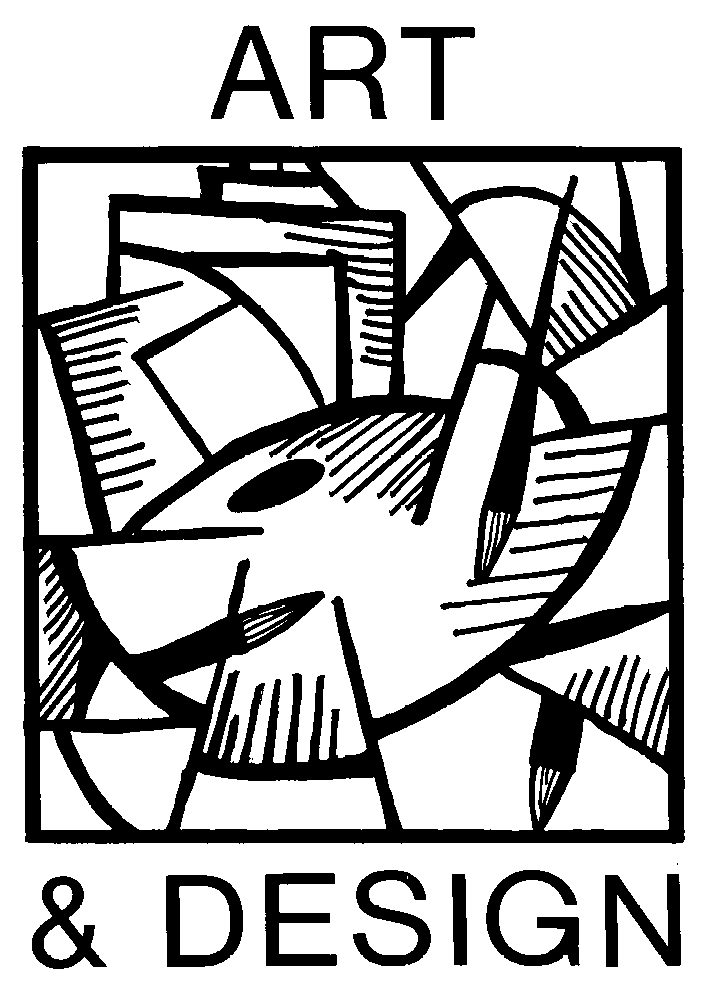
**GCSE Art & Design 2009+**

**Assessment & Target-Setting**

**COURSEWORK PORTFOLIO 60%**

**EXTERNALLY SET ASSIGNMENT 40%**

Unit: ............... Title: ............................................................ Class: ............... Teacher Name: ........................................

Start Date: ........................................ End Date: ........................................

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| **Assessment Objective 1** | | | | | | | | | |
| **THE “WHAT?”** | | | | | | | | | |
| * **Develop ideas through sustained and focused investigation** * **Inform ideas using contextual and other sources** * **Demonstrate analytical and cultural understanding** | | |  | | | | | | |
| **THE “HOW?”** | | | | | | | | | ☑ |
| * Collect objects and images connected to the theme | | | | | | | | |  |
| * Collect images of the work of 3-4 artists connected to the project theme | | | | | | | | |  |
| * + Label all images with details of the artist, date of work, materials used, art movement, other artists included in the same art movement | | | | | | | | |  |
| * Write detailed analyses of at least 3 pieces of art, craft and/or design that you feel will strongly influence your own | | | | | | | | |  |
| * Write a factual description of world events\* that you know must have influenced the life of each of your chosen artists (\*i.e. in Science, Technology, Politics, Religion, Culture) | | | | | | | | |  |
| * Write a factual description of personal events that you know must have influenced the life of each of your chosen artists | | | | | | | | |  |
| * Use factual information to help you explain why you think the art, craft and/or design work was made. | | | | | | | | |  |
| * Make sketches with brief written explanations to show what you will do next and how your own work will be affected by the work of your researched artists | | | | | | | | |  |
| **THE “WHY?”** | | | | | | | | | |
| Because this section is worth **20** marks out of the total **80** | | | | | | | | | |
| **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **ASSESSMENT** | | | |
| **1** | **2** | **3** | |
| **STUDENTS**   1. Limited and inconsistent development of ideas 2. Limited and uncritical use of sources 3. Limited analysis with little cultural understanding | **STUDENTS**   1. Some understanding in development of ideas 2. Little appropriate use of sources 3. Little appropriate analysis with some cultural understanding | **STUDENTS**   1. Growing involvement and success in the development of ideas 2. Use sources with some understanding 3. Appropriate analysis with cultural understanding | | **STUDENTS**   1. Keen awareness in the development of ideas 2. Use sources with personal understanding 3. Consistent analysis with understanding of purpose in a cultural context | **STUDENTS**   1. Sustained creativity in the development of ideas 2. Use sources with perception and insight 3. Clear analysis with confidence and understanding of purpose in a cultural context |  |  |  | |
| **TEACHERS**  Ideas from a given starting point are partially developed with attempts at researching the work of others. | **TEACHERS**  Straightforward ideas are  considered from a few starting points, informed by  an emerging critical understanding, in response to a range of sources. | **TEACHERS**  Own ideas provide a starting point and are developed using sufficient skill, based on adequate research. Analysis of own and others’ work shows a degree of critical understanding. | | **TEACHERS**  A diverse range of ideas is being explored with exciting and imaginative developments. Personal, defined judgment conveys understanding of more complex issues. | **TEACHERS**  Imaginative ideas supported by perceptive, sustained investigations. Independent, sensitive insights are supported by skilful use of critical understanding. |  |  |  | |

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| **Assessment Objective 2** | | | | | | | | | |
| **THE “WHAT?”** | | | | | | | | | |
| * **Refine their ideas** * **Explore their ideas** * **Experiment and select appropriate resources, media, materials, techniques and processes** | | |  | | | | | | |
| **THE “HOW?”** | | | | | | | | | ☑ |
| * Brainstorm possible **ideas** for your own work based on your visual research and connected to the work of your researched artists. | | | | | | | | |  |
| * Create **your own artwork** in response to the theme: painting and drawing; printmaking; sculpture; alternative media; architectural, environmental and interior design; jewellery; product design; ceramic design; constructed textiles; dyed textiles; printed textiles; fine art textiles; fashion textiles; film-based photography; digital photography; moving image; photography genres; advertising; illustration; packaging; typography; interactive media. | | | | | | | | |  |
| * **LINE** – experiment with as many different materials as you can to develop your skills and explore your ideas – e.g. string, wire, rope, monoprint, pen and ink, biros | | | | | | | | |  |
| * **TONE** - experiment with as many different materials as you can to develop your skills and explore your ideas – e.g. mixed media collage in 2D, single colour paper collage in relief, Single colours with white, greyscale | | | | | | | | |  |
| * **COLOUR**- experiment with as many different materials as you can to develop your skills and explore your ideas – e.g. monochromatic/polychromatic/harmonious/ complementary/warm/cool colour schemes in pencil, paint, collage, fabric dye crayons, textiles | | | | | | | | |  |
| * **TEXTURE** - experiment with as many different materials as you can to develop your skills and explore your ideas – e.g. rubbings, collagraph, relief work, paper lamination, modroc, mark-making in clay, plaster carving and casting, latex, found objects | | | | | | | | |  |
| * **PATTERN** - experiment with as many different materials as you can to develop your skills and explore your ideas – e.g. repeat, symmetry in paint, print, drawing, textiles, collage | | | | | | | | |  |
| * Make drawings of 6 different **ideas** based on your visual research and connected to the work of your researched artists. | | | | | | | | |  |
| * Experiment with **your OWN** **ideas** using a range of materials in 2D (LINE, TONE, SHAPE, FORM, SPACE, COLOUR, TEXTURE, PATTERN) | | | | | | | | |  |
| * Experiment with **your OWN** **ideas** using a range of materials in 3D (LINE, TONE, SHAPE, FORM, SPACE, COLOUR, TEXTURE, PATTERN) | | | | | | | | |  |
| * Experiment with and develop **your BEST idea** until it is ready for Assessment Objective 4 | | | | | | | | |  |
| * Experiment with **your BEST** **idea** using a range of materials in 2D (LINE, TONE, SHAPE, FORM, SPACE, COLOUR, TEXTURE, PATTERN) | | | | | | | | |  |
| * Experiment with **your BEST** **idea** using a range of materials in 3D (LINE, TONE, SHAPE, FORM, SPACE, COLOUR, TEXTURE, PATTERN) | | | | | | | | |  |
| * Label all experiments to explain what you have done and why | | | | | | | | |  |
| **THE “WHY?”** | | | | | | | | | |
| Because this section is worth **20** marks out of the total **80** | | | | | | | | | |
| **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **ASSESSMENT** | | | |
| **1** | **2** | **3** | |
| **STUDENTS**   1. Review, modify and refine work with little understanding 2. Limited exploration of ideas 3. Minimal experimentation | **STUDENTS**   1. Review, modify and refine work to some extent 2. Some successful exploration of ideas 3. Some successful experimentation | **STUDENTS**   1. Review, modify and refine work successfully 2. Explore ideas with purpose 3. Experiment purposefully | | **STUDENTS**   1. Review, modify and refine work with discrimination 2. Some confident exploration of ideas 3. Some creative experimentation | **STUDENTS**   1. Review, refine and modify work creatively, purposefully and with understanding 2. Explore ideas with sustained confidence 3. Experiment with sustained creativity |  |  |  | |
| **TEACHERS**  Minimal explorationof resources and processes appropriate to ideas. Literal and hesitant experimental development. | **TEACHERS**  Adequate selection and experimentation. Ideas show some refinement through more appropriate use of resources and processes. | **TEACHERS**  Appropriate, sometimes predictable, selection and experimentation with a broadening range of resources and processes. | | **TEACHERS**  Effective, coherent selection, experimentation and exploration of the potential and limitations of processes and resources. | **TEACHERS**  Insightful andin-depth review, resulting in creative and imaginative developments. Recognises the full potential of materials, techniques and processes selected. |  |  |  | |

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| **Assessment Objective 3** | | | | | | | | | |
| **THE “WHAT?”** | | | | | | | | | |
| * **Record observations in visual and/or other forms** * **Record thoughts and insights relevant to intentions** * **Demonstrate an ability to reflect on** | | |  | | | | | | |
| **THE “HOW?”** | | | | | | | | | ☑ |
| * Write a Spider chart/Brainstorm/your thoughts about the Project Theme | | | | | | | | |  |
| * Take your own photographs | | | | | | | | |  |
| * Make drawings of the work of others from Museums and Galleries | | | | | | | | |  |
| * Collect postcards, leaflets, brochures | | | | | | | | |  |
| * Collect real things | | | | | | | | |  |
| * Collect pictures and facts about artists from different times and places | | | | | | | | |  |
| * Collect examples and information about the techniques and materials used by artists to support your own use of the same or similar. | | | | | | | | |  |
| * Cut out pictures from magazines/newspapers | | | | | | | | |  |
| * Make photocopies of useful imagery | | | | | | | | |  |
| * Make sketches in pencil from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Line drawings in biro from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Line drawings in pen and ink from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Mono prints/Lino prints/Drypoint prints from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Screen prints/Collographs from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Tonal drawings in pencil from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Tonal drawings in chalk and charcoal from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Colour drawings in pencil from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Colour drawings in chalk pastel from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Colour drawings in oil pastel from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Collage work from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Tonal paintings from primary sources (real life) and from secondary sources (pictures/ photos) | | | | | | | | |  |
| * Colour paintings from primary sources (real life) and from secondary sources (pictures/ photos) showing hues, tints and tones. | | | | | | | | |  |
| * Write notes to explain why you have collected the items and what you intend to do next | | | | | | | | |  |
| **THE “WHY?”** | | | | | | | | | |
| Because this section is worth **20** marks out of the total **80** | | | | | | | | | |
| **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **ASSESSMENT** | | | |
| **1** | **2** | **3** | |
| **STUDENTS**  Where text is used there is:  • Limited attempt to select and use an appropriate form and style of writing; and  • Organisation of material, use of specialist vocabulary,  presentation, spelling,  punctuation and grammar that are basic   1. Record with limited   skills relevant to  intentions   1. Demonstrate very   limited progression | **STUDENTS**  Where text is used there is:  • Some attempt to select and use an appropriate form and style of writing; and  • Organisation of material, use of specialist vocabulary,  presentation, spelling,  punctuation and grammar that are mostly adequate   1. Record with growing   success relevant to  intentions   1. Demonstrate progression   to some extent | **STUDENTS**  Where text is used there is:  • A reasonable attempt to select and use an appropriate form and style of writing; and  • Organisation of  material, use of  specialist vocabulary,  presentation, spelling,  punctuation and  grammar that are  adequate   1. Record with appropriate   skill relevant to  intentions   1. Demonstrate successful   progression | | **STUDENTS**  Where text is used there is:  • A good attempt to select and use an appropriate form and style of writing; and  • Organisation of material, use of specialist vocabulary,  presentation, spelling,  punctuation and grammar that are competent   1. Record with sensitivity   relevant to intentions   1. Demonstrate progression   with discrimination | **STUDENTS**  Where text is used there is:  • A very good attempt to select and use the most appropriate form and style of writing; and  • Organisation of material, use of specialist vocabulary,  presentation, spelling,  punctuation and grammar that are highly competent   1. Record sensitively and   skilfully relevant to  intentions   1. Demonstrate significant   development as work  progresses |  |  |  | |
| **TEACHERS**  Inconsistent use of visual/other forms and any writing where included, with minimal use of first hand materials. Recording shows elementary connection to intentions. | **TEACHERS**  Some focus andrelevance to intentions with adequate use of visual/other forms. Recording of ideas, observations and expression of any specialist terms often unrefined. | **TEACHERS**  Relevant selection in recording from sources, using growing technical control, including expression of specialist terms where included, to support and communicate the intention in their ideas with visual/ other forms. | | **TEACHERS**  Selecting and recording from sources is purposeful, relevant and clear. Assured use of visual/other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately. | **TEACHERS**  Perceptive grasp of ideas and issues recorded, evidenced through sustained, comprehensive and creative use of visual/other forms. Any specialist terms are used  appropriately and are expressed highly accurately. |  |  |  | |

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| **Assessment Objective 4** | | | | | | | | | |
| **THE “WHAT?”** | | | | | | | | | |
| * **Present a personal, informed response** * **Demonstrate analytical and critical understanding** * **Make connections between visual, written, oral or other elements** | | |  | | | | | | |
| **THE “HOW?”** | | | | | | | | | ☑ |
| * Use all the knowledge, skills and understanding that you have developed during the previous three Assessment Objectives to complete a high quality personal response to the theme in 2D and/or 3D (10 hour piece under exam conditions) | | | | | | | | |  |
| * Make a final sketch of your finished piece that is labelled with details to show each of the ways it connects to the work of others – commenting on: subject, elements, media and intention | | | | | | | | |  |
| * Write comments throughout your whole assignment explaining how you have used the work of others to influence your own. | | | | | | | | |  |
| **THE “WHY?”** | | | | | | | | | |
| Because this section is worth **20** marks out of the total **80** | | | | | | | | | |
| **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **ASSESSMENT** | | | |
| **1** | **2** | **3** | |
| **STUDENTS**   1. Present a basic, personal response 2. Attempt to demonstrate basic critical understanding 3. Make limited connections   Where text is used  there is:  • Limited attempt to select and use an appropriate form and style of writing; and  • Organisation of material, use of specialist vocabulary,  presentation, spelling,  punctuation and grammar that are basic | **STUDENTS**   1. Present a personal response with varying degrees of success 2. Demonstrate some critical understanding 3. Make generally appropriate connections   Where text is used  there is:  • Some attempt to select and use an appropriate form and style of writing; and  • Organisation of material, use of specialist vocabulary,  presentation, spelling,  punctuation and grammar that are mostly adequate | **STUDENTS**   1. Present a successful, personal response 2. Successfully demonstrate critical understanding 3. Make successful connections   Where text is used  there is:  • A reasonable attempt to select and use an appropriate form and style of writing; and  • Organisation of material, use of specialist vocabulary,  presentation, spelling, punctuation and grammar that are adequate | | **STUDENTS**   1. Present a well-balanced personal response 2. Demonstrate increasingly well informed, critical understanding 3. Make carefully considered connections   Where text is used  there is:  • A good attempt to select and use an appropriate form and style of writing; and  • Organisation of material, use of specialist vocabulary,  presentation, spelling, punctuation and grammar that are competent | **STUDENTS**   1. Present a comprehensive personal response 2. Demonstrate perceptive, critical understanding 3. Make perceptive connections displaying clear understanding   Where text is used  there is:  • A very good attempt to select and use the most appropriate form and style of writing; and  • Organisation of material, use of specialist vocabulary,  presentation, spelling, punctuation and grammar that are highly competent |  |  |  | |
| **TEACHERS**  Presentation of evidence shows little connection to sources, with partial realisation of intentions through a personal response. | **TEACHERS**  Deliberate and methodical responses lead to adequate realisation of intentions, the personal response showing superficial connections with ideas and sources. | **TEACHERS**  Work presented shows emerging individual qualities and intentions are appropriately realised. Personal responses demonstrate connections between sources and contexts. | | **TEACHERS**  Perceptive grasp of ideas and issues recorded, evidenced through sustained, comprehensive and creative use of visual/other forms. Any specialist terms are used appropriately and are expressed highly accurately. | **TEACHERS**  Intentions are fully realised through personal outcomes, demonstrating original, imaginative, inventive and exciting qualities, with highly appropriate connections between elements. |  |  |  | |

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| **Assessment 1** | **Grades** | **U** | **G** | **F** | **E** | **D** | **C** | **B** | **A** | **A\*** |
| **Marks** | **0-15** | **16-23** | **24-31** | **32-39** | **40-47** | **48-55** | **56-63** | **64-71** | **72-80** |
| Coursework (60% of total grade) | out of  80 |  |  |  |  |  |  |  |  |  |
| Externally Set Assignment (40% of total grade) |  |  |  |  |  |  |  |  |  |

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| **Assessment 2** | **Grades** | **U** | **G** | **F** | **E** | **D** | **C** | **B** | **A** | **A\*** |
| **Marks** | **0-15** | **16-23** | **24-31** | **32-39** | **40-47** | **48-55** | **56-63** | **64-71** | **72-80** |
| Coursework (60% of total grade) | out of  80 |  |  |  |  |  |  |  |  |  |
| Externally Set Assignment (40% of total grade) |  |  |  |  |  |  |  |  |  |

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| **Assessment 3** | **Grades** | **U** | **G** | **F** | **E** | **D** | **C** | **B** | **A** | **A\*** |
| **Marks** | **0-15** | **16-23** | **24-31** | **32-39** | **40-47** | **48-55** | **56-63** | **64-71** | **72-80** |
| Coursework (60% of total grade) | out of  80 |  |  |  |  |  |  |  |  |  |
| Externally Set Assignment (40% of total grade) |  |  |  |  |  |  |  |  |  |

| **THE PLAN** | | | |
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| **Week** | **Date** | **Lesson** | **Homework** |
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